

## Training Needs of Rural Young Girls in Selected Vocation in Udham Singh Nagar District of Uttarakhand

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### ABSTRACT

*The present study was conducted in Udham Singh Nagar District of Uttarakhand to measure training need of rural young girls in selected vocations. The findings of the study revealed that regarding vocational training needs of rural young girls in selected vocations, maximum need in Clothing and Textiles (2.70) was major area identified for training, followed by Others (Computers skills and Beautician courses, 2.66). Foods and Nutrition (2.61), Family Resource Management (2.53), and Agriculture and allied sector (1.88) were the other preferences for training. Training needs in subareas of major vocations were also calculated. Stitching under Clothing and Textiles, Computers training under others, fruit and vegetable preservation under Foods and Nutrition, Event management under Family Resource management and Nursery as well as crop management under Agriculture and allied sector were found to be areas where respondents indicated to have training.*

**Key words:** Vocational training need; Rural young girls;

India has the largest youth population in the world i.e. 460 million (CIA World Factbook, 2012). Youth is a state of readiness in which an individual is energized for action. India is a country which can be considered as reservoir of youth. Majority of youth lack in job search potentialities and financial resource to procure employment. Thus, it is necessary that youth population should be properly channelized and guided so that it can become important source of nation building and development. Among the rural youth, rural young girls constitute sizable proportion of population and are most disadvantaged group in the society. In rural areas males still opt for self employment but girls remained untouched with this benefit as they are not allowed to move out of the house and made completely dependent on male members of the family. Venugopalan (1992) emphasized that considering girl's involvement in wide range of activities it is evident that their production potentials can be realized only if they get the necessary training, technical know-how and support. Most of the studies do not cater the needs and aspirations of girls

and reach mostly boys because they spend more time in productive activities that generate income and have more visibility in public (Bennell, 2007). Need based training programmes can act as a medium for enhancing the motivational level of girls who are in need of vocational training. If they are encouraged, supported and most importantly trained, it can bring change in their status.

### METHODOLOGY

The descriptive research design was used to meet the objectives of the study. The study has been carried out in Uttarakhand. Udham Singh Nagar district was selected purposively. Gadarpur block was selected purposively considering the availability of active and functional young girls. Village Chitranjanpur No. 1, Chitranjanpur No. 2, Basantipur and Haridaspur were selected purposively. The young girls residing in selected villages constituted the respondents of the study. From each village, 30 per cent young girls in the age group of 18-30 years residing in the village permanently were selected randomly using chit method of Simple Random

Sampling without replacement. Observation and interview schedule were used for the data collection. The data collected were classified, tabulated, analysed and interpreted with the help of appropriate methods and statistical techniques like frequency, percentage, weighted mean score and standard deviation.

After detailed survey of literature and selection of enterprises having potential for success in selected villages, major content areas were identified. Major areas were further sub divided into sub areas in consultation with the experts. The responses were categorized as “Most Needed”, “Needed”, and “Not Needed” with scores 3, 2, 1 respectively.

**Weighted Mean Score** : Weighted mean score was calculated by using the following formula:

$$a_w = mW / W$$

Where,

$a_w$	=	Weighted mean score
$mW$	=	Product of weighted and measurement
$W$	=	Total number of observation

**Percentage** : Percentage values were calculated to make simple comparisons. These were calculated by dividing the frequency of a particular cell by total number of respondents and multiplying by 100.

$$P = (n/N) \times 100$$

Where,

$n$	=	Frequency of a particular cell
$N$	=	Total number of respondents
$P$	=	Percentage

## RESULTS AND DISCUSSION

On the basis of extensive review of literature and discussion with experts five areas of different vocations on the basis of training need were selected. The collected response of the selected young girls for each area of vocational training needs have been grouped and are presented in the following tables from 1-5.

**Vocational training needs of rural young girls in selected areas** : Table No. 1 clearly indicates the data regarding the assessment of vocational training needs of rural young girls in selected areas. On the basis of calculated weighted mean score, maximum need of rural young girls was found to be in Clothing and Textiles (2.70) followed by Others (2.66), Foods and Nutrition (2.61) Family Resource Management (2.53), and Agriculture and Allied sectors (1.88).

**Vocational training needs in agriculture and allied sector**: The data in Table No.2 reveals that all the three major occupations related to agriculture; i.e. nursery management (2.02), crop management (2.00), and dairy farming (1.99) did not have marked differences. This might be because most of the respondents' family occupation was agriculture and allied areas.

Other areas in which respondents had expressed their training needs were floriculture (1.89), followed by poultry (1.76), fisheries (1.56), bee-keeping (1.54). Sericulture (1.45) was least preferred area for training.

The study was also supported by *Sanjeev et al (2014) and Dash (2016)*, who also concluded the same thing that nursery followed crop management was preferred by most of the respondents.

**Vocational training needs in clothing and textiles**: It is clear from Table No. 3 that under area of clothing and textiles, stitching was most preferred by the respondents as it had highest calculated weighted mean score (2.28). This might be due to the fact that readymade cloth business is also getting market in rural areas now days. It was followed by fashion designing (2.27) which secured second position, embroidery (2.15), dyeing and printing techniques (2.12), weaving (2.00), knitting and crochet (1.97). Batik and computer aided designing (1.99) were least preferred as these require specialized skills and equipment as well.

In rural areas, common hobbies of the girls and young women were knitting sweaters and doing embroidery. They also showed their interest in fashion designing as it has more scope in today's era.

The results of the study are in line with the studies conducted by *Randhawa et al. (2015), Yadav et al. (2007)* who also found stitching as the most needed training area.

**Vocational training needs in foods and nutrition** : Data in Table No. 4 indicates the major area of foods and nutrition, where maximum need was expressed in fruit and vegetable preservation (Jam, jelly, chutney, cordial, squash, pickle, murabba) as it has maximum calculated weighted mean score(1.98) which is followed by value added milk products (Khoya, ghee, cheese, curd and chhaina), dehydrated products (Papad and badi), value added products using millets/ pulses/ flex seeds and bakery products like biscuits/ bread/ cakes/ muffins. A value of calculated weighted mean score lies between 1.94 to 1.98.

**Table 1. Vocational training needs of rural young girls in selected vocations (N=120)**

Particulars	Most Needed		Needed		Not Needed		WMS	Rank
	No.	%	No.	%	No.	%		
Agriculture and allied sector	42	35	22	18.33	56	45.83	1.88	V
Clothing and Textiles	92	76.66	21	17.5	7	5.83	2.70	I
Foods and nutrition	84	70	26	21.66	10	8.33	2.61	III
Family resource management	72	60	19	15.83	29	24.16	2.53	IV
Others (Beautician and computer training)	89	74.16	22	18.33	9	7.5	2.66	II

**Table 2. Vocational training needs of rural young girls in agriculture and allied sector (N=120)**

Particulars	Most Needed		Needed		Not Needed		WMS	Rank
	No.	%	No.	%	No.	%		
Crop management	42	35	37	30.83	41	34.16	2.008	II
Nursery	46	38.33	31	25.83	43	35.83	2.025	I
Dairy	46	38.33	27	22.5	47	39.16	1.991	III
Poultry	30	25	32	26.66	58	48.33	1.76	V
Floriculture	40	33.33	27	22.5	53	44.16	1.89	IV
Sericulture	20	16.66	14	11.66	86	71.16	1.45	VIII
Bee- keeping	18	15	29	24.16	73	60.83	1.541	VII
Fisheries	25	20.83	18	15	77	64.16	1.56	VI

**Table 3. Vocational training needs of rural young girls in clothing and textiles (N=120)**

Particulars	Most Needed		Needed		Not Needed		WMS	Rank
	No.	%	No.	%	No.	%		
Stitching	64	53.33	26	21.66	30	25	2.280	I
Embroidery	51	42.5	37	30.83	32	26.66	2.158	III
Dyeing and Printing techniques	50	41.66	35	29.16	35	29.16	2.125	IV
Weaving	42	35	37	30.83	41	34.16	2.008	V
Knitting	40	33.33	37	30.83	43	35.83	1.975	VI
Crochet	37	30.83	43	35.83	40	33.33	1.975	VI
Batik	38	31.66	43	35.83	39	32.5	1.991	VII
Fashion designing	61	50.83	31	25.83	28	23.33	2.275	II
Computer aided techniques	41	34.16	37	30.83	42	35	1.991	VII

**Table 4. Vocational training needs of rural young girls in foods and nutrition (N=120)**

Particulars	Most Needed		Needed		Not Needed		WMS	Rank
	No.	%	No.	%	No.	%		
Fruit and vegetable preservation	46	38.33	26	21.66	48	40	1.98	I
Dehydrated products	39	32.5	38	31.66	43	35.83	1.96	III
Bakery products	41	34.16	31	25.83	48	40	1.94	V
Value added products using millets etc.	36	30	42	35	42	35	1.95	IV
Value added milk products	44	36.66	29	24.16	47	39.16	1.97	II

**Table 5. Vocational training needs of rural young girls in family resource management (N=120)**

Particulars	Most Needed		Needed		Not Needed		WMS	Rank
	No.	%	No.	%	No.	%		
Painting	36	30	18	15	66	55	1.75	III
Designing decorative pieces	38	31.66	19	15.83	63	52.5	1.79	II
Event management	40	33.33	19	15.83	61	50.8	1.82	I
Jewellery making	22	18.33	32	26.66	66	55	1.63	IV
Preparing hand bags	20	16.66	34	28.33	66	55	1.61	V
Craft work	23	19.16	30	25	67	55.83	1.63	IV

Thus it can be said that rural young girls were more interested to learn about fruit preservation and value added products. Learning these skills will enable them to generate income on their own.

*Vocational training needs in family resource management:* Results in Table No. 5 show the sub areas under family resource management. Event management got the first rank followed by designing decorative pieces and painting with weighted mean score 1.82, 1.79 and 1.75. Jewellery making, craft work and preparation of hand bags were almost have similar training needs.

*Vocational training needs in other areas:* Table No. 6 depicts the two major areas in which rural young girls expressed to have training were developing computer skills (typing, word and data processing, book keeping, account keeping and store keeping ) and beautician courses with calculated mean score 2.25 and 2.23 respectively.

This may be due to the fact that for starting any venture or enterprise, access to technology and technical computer skills is necessary. On the other hand, with the fast growth of the beauty business, there is a corresponding demand for professionally trained personnel. Girls had shown greatest interest in this area because it has greater demand in market.

## CONCLUSION

Young girls are the chief human resource for development and key agents of social change, economic development and vocational alteration. Rural young girls' skills and talent should be appropriately tapped and harnessed to contribute significantly to rural economy. This can only be possible if there is in depth understanding of different vocational areas of their training needs. Need based training programmes can act as a medium for enhancing the motivational level of girls who are in need of vocational training.

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